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as a Textbook for Class Four from the academic year 2013

# ENGLISH FOR TODAY

# 4

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প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের অধীন তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচির আওতায়  
গণপ্রজাতন্ত্রী বাংলাদেশ সরকার কর্তৃক বিনামূল্যে বিতরণের জন্য

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## Preface

The Primary Curriculum has been revised in the light of the National Education Policy 2010 which emphasizes learning English as an international language for communicating locally and globally. The 'English for Today' textbooks have been developed to help students attain competencies in all four language skills in English through meaningful and enjoyable activities. Emphasis has been given to listening and speaking skills as the foundation on which to develop reading and writing skills. Topics and themes have been selected in a way that would not only help students address the needs of real-life situations, but would also inculcate human values in them as well as broaden their mental horizon. Grammar points and planned activities to develop students' competence in all four language skills have been presented within contexts in a systematic and graded way.

The 'English for Today' textbook is accompanied by a Teacher's Edition. However, we are aware that to conduct teaching and learning of English most effectively and fruitfully, particularly at the primary stage the textbook needs to be complemented with audio-visual materials. We sincerely hope to do so in the near future.

Curriculum development is a continuous process. Textbook is developed based on curriculum. To make the young learners interested, enthusiastic and dedicated, Bangladesh Awami League Government under the dynamic leadership of the Honourable Prime Minister Sheikh Hasina has taken initiatives to change the textbooks into four colours, and make interesting, sustainable and distributed free of cost since 2009. The distribution of textbooks for all Students of Pre-primary, Primary, Secondary, Ibtediaee, Dhakil, Dhakhil Vocational and S.S.C Vocational level have been taken free of cost across the country which is a historical initiative of the present government. In this continuation, NCTB has developed and printed textbooks with quality papers and four colours illustration according to revised curriculum within a short time in this year as well.

It is to be mentioned here that this textbook was tried out during the school calendar year of 2013 in 32 Government primary schools in different locations throughout the country to ensure its appropriateness to the students. The contents and the illustrations have been refined based on the feedback of the try-out and on critical review. I offer my sincere thanks to all concerned in this complex and significant process.

I also sincerely thank all who have been involved with the production and publication of this textbook.

**Professor Narayan Chandra Saha**

Chairman

National Curriculum and Textbook Board, Bangladesh

## নির্দেশনা

আমাদের শিক্ষা-ব্যবস্থায় প্রাথমিক স্তর থেকেই বিদ্যালয়ে ইংরেজি শেখানো বাধ্যতামূলক করা হয়েছে যেন ছোটবেলা থেকেই শিক্ষার্থীরা শ্রেণিকক্ষে ইংরেজি ভাষা চর্চার মাধ্যমে ক্রমান্বয়ে ওই ভাষার চারটি দক্ষতা অর্থাৎ শুনে বুঝতে, বলতে, পড়তে ও লিখতে পারে। এর ফলে শিক্ষার্থীরা ভবিষ্যতে বিশ্বায়নের এই যুগে বিভিন্ন পরিস্থিতিতে সহজ ও স্বাভাবিকভাবে ইংরেজি ভাষা ব্যবহার করে অপরের সঙ্গে ভাব বিনিময় করতে সক্ষম হবে।

আমাদের মনে রাখতে হবে শিক্ষার্থীরা সেই ভাষাটিই আয়ত্ত করতে সক্ষম হবে যে ভাষা তারা সবসময় তাদের চারপাশে শোনে। তাই ইংরেজি ভাষা শিখতে হলে একজন শিক্ষার্থীর জন্য প্রচুর ইংরেজি শোনা আবশ্যিক। একজন শিক্ষকই পারেন শ্রেণিকক্ষে শিক্ষার্থীদের জন্য এই সুযোগ করে দিতে।

শিক্ষক প্রতিদিনের প্রয়োজনীয় কিছু অভিব্যক্তি যেমন greetings, farewells, commands and instructions ইত্যাদির ব্যবহার ইংরেজি ভাষায় শ্রেণিকক্ষে নিয়মিত সম্পন্ন করবেন এবং তার মাধ্যমে শিক্ষার্থীদের সেই সব ইংরেজি শোনা ও বলার চর্চার সুযোগ করে দেবেন।

পাঠ্যপুস্তকের ছড়া, কবিতা, গল্প, কথোপকথন ও অন্যান্য বেশির ভাগ বিষয়বস্তুই শিক্ষক প্রথমে জোরে স্পষ্ট ও শুদ্ধ উচ্চারণে এবং কণ্ঠস্বরের সঠিক ওঠানামা (intonation) ব্যবহার করে পড়ে শোনাবেন। শিক্ষার্থীরা তা অনুসরণ করে বলার মাধ্যমে উল্লিখিত বিষয়গুলো আয়ত্ত করতে পারবে।

English For Today পাঠ্যপুস্তকের পাঠভিত্তিক শিখন-শেখানো কার্যাবলি শ্রেণিকক্ষে কার্যকর করার সময় শিক্ষার্থীরা যেন পরস্পর বিভিন্নভাবে interact করতে পারে, শিক্ষক তা অবশ্যই নিশ্চিত করবেন। এই উদ্দেশ্যে শিক্ষক শিক্ষার্থীদের দিয়ে pairwork, groupwork, chain drill, role play ইত্যাদি করাবেন।

অনেক সময় শিক্ষকের মনে প্রশ্ন জাগে যে ক্রাসে কতখানি বাংলা ব্যবহার করা যাবে। শিক্ষকদের মনে রাখা প্রয়োজন, তিনি শ্রেণিকক্ষে যতবেশি ইংরেজি বলবেন, শিক্ষার্থীরা ততবেশি ইংরেজি শুনে ও তা আয়ত্ত করতে সক্ষম হবে। তবে অনেক সময় দেখা যায় যে, শিক্ষকের ইংরেজিতে বলা নির্দেশনা শিক্ষার্থীরা বুঝতে পারছে না। তখন শিক্ষক একবার বাংলায় পরিষ্কারভাবে বুঝিয়ে দেবেন এবং সঙ্গে সঙ্গে একই নির্দেশনা অবশ্যই ইংরেজিতে পুনরাবৃত্তি করবেন। এর ফলে বাংলায় যা বলা হলো তা ইংরেজিতে যে ওইভাবে বলা যায়, শিক্ষার্থীরা তা নিজের অজান্তেই বুঝতে শিখবে।



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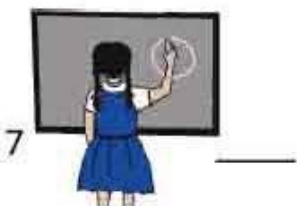
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**A.** Match the instructions and the pictures. Write the letters next to the pictures.

- |                     |                       |                    |
|---------------------|-----------------------|--------------------|
| a. Sit down.        | e. Clean the board.   | i. Be quiet.       |
| b. Write your name. | f. Stand up.          | j. Stand in line.  |
| c. Close your book. | g. Get your book out. | k. Open your book. |
| d. Raise your hand. | h. Take the chalk.    | l. Draw a circle.  |



**B.** Pairwork. Say and follow the instructions from Activity A.



A. Look, listen and say.

s is for sun.

s s s



sh is for shoe.

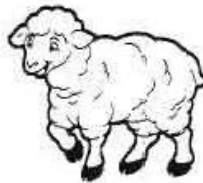
sh sh sh



B. Look, listen and say. Circle the sound that you hear.



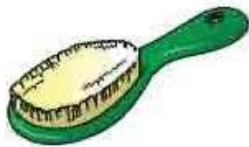
s sh



s sh



s sh



s sh

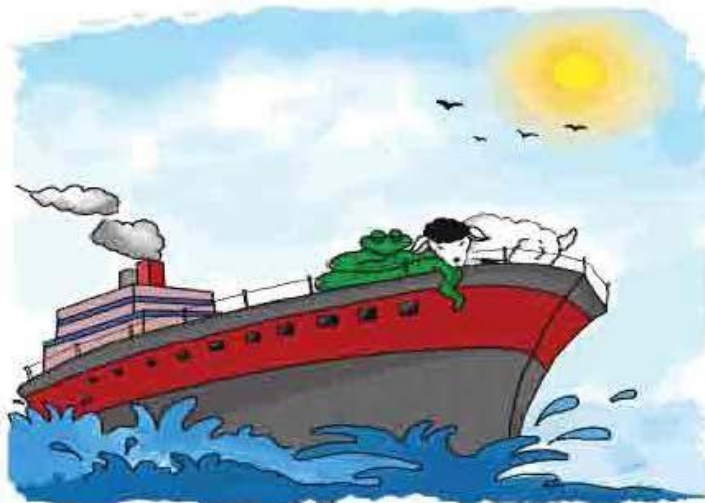


s sh



s sh

C. Read the sentence aloud. Underline the words with the s sound. Circle the words with the sh sound.



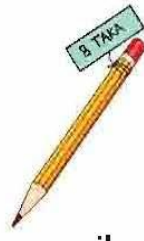
A snake and a sheep are sleeping on a ship in the sun.



**A.** Look and say.



pen



pencil



eraser



bag



crayons



pencil case



paper



sharpener

**B.** Listen and say.

Salesperson: Can I help you?

Tania: Yes, please. I'd like two pens, a pencil and a piece of paper.

Salesperson: Anything else?

Tania: Yes, a pencil case, please.

Salesperson: OK. That's 150 taka.

Tania: Here you are.

Salesperson: You gave me 200 taka. That's 50 taka change.

Tania: Thank you. Bye.

Salesperson: Thank you. Bye. Come again.

**C.** Pairwork. Act the dialogue from Activity B.



**A.** Count, read and say.

one hundred

one hundred  
and one

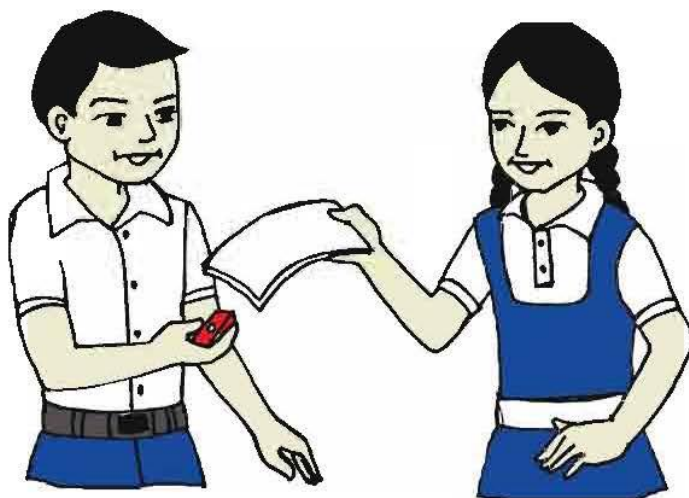
- 101    one hundred and one  
122    one hundred and twenty-two  
225    two hundred and twenty-five  
248    two hundred and forty-eight  
311    three hundred and eleven  
369    three hundred and sixty-nine  
440    four hundred and forty  
457    four hundred and fifty-seven  
500    five hundred

**B.** Listen and say. Circle the number that you hear.

- |               |               |
|---------------|---------------|
| a. 50    150  | d. 400    440 |
| b. 114    140 | e. 365    369 |
| c. 150    155 | f. 417    475 |



A. Look, listen and say.



Girl: Excuse me. Can I borrow your eraser?

Boy: Sure. Here you are.

Girl: Thanks. Can I use your sharpener, too?

Boy: I'm sorry. I don't have a sharpener.

Girl: That's OK. Thanks anyway.

Boy: Could I have some paper, please?

Girl: Sure. Take it.

B. Pairwork. Act the dialogue from Activity A.

Language Focus

C. Making requests

Can	I	borrow your pen?
Could	you	give me some paper?



A. Look, listen and say. Write the numbers in words.

1	one	11	_____	21	twenty-one
2	two	12	twelve	22	_____
3	_____	13	thirteen	23	_____
4	four	14	_____	24	twenty-four
5	_____	15	fifteen	25	twenty-five
6	six	16	_____	26	_____
7	seven	17	_____	27	twenty-seven
8	_____	18	eighteen	28	twenty-eight
9	nine	19	_____	29	_____
10	_____	20	twenty	30	_____

B. Look, listen and say.

z... is for zoo.

j... is for jeep.

z... is for zebra.

j... is for jump.

z    z    z

j    j    j

C. Read the sentences aloud. Underline the words with the **j** sound. Circle the words with the **z** sound.



Jump into the jeep  
and go to the zoo.  
Buzz says the bee.  
Let's go and see  
the zebra at the zoo!



A. Look, listen and say.



Red light, red light, what do you say?

I say stop and stop right away.

Yellow light, yellow light, what do you mean?

I mean slow down and wait for the green.

Green light, green light, what do you say?

I say go, but look both ways.

Thank you, thank you, red, yellow, green.

Now we know what the traffic lights mean.

B. Read the poem in Activity A. Write T for True or F for False.

- 1 There are three lights on a traffic signal. \_\_\_\_\_
- 2 A red light means slow down. \_\_\_\_\_
- 3 A yellow light means go. \_\_\_\_\_
- 4 A green light means look both ways and go. \_\_\_\_\_
- 5 The red light is between the other lights. \_\_\_\_\_
- 6 The green light is under the yellow light. \_\_\_\_\_
- 7 The lights on the traffic signal are triangles. \_\_\_\_\_

C. Correct the False sentences from Activity B. Write them in your exercise book.

*Example: A red light means stop.*





A. Look, listen and read. Write the numbers in words.

31 thirty-one

41 \_\_\_\_\_

32 \_\_\_\_\_

42 forty-two

33 thirty-three

43 \_\_\_\_\_

34 \_\_\_\_\_

44 forty-four

35 thirty-five

45 \_\_\_\_\_

36 \_\_\_\_\_

46 forty-six

37 \_\_\_\_\_

47 forty-seven

38 thirty-eight

48 \_\_\_\_\_

39 \_\_\_\_\_

49 forty-nine

40 forty

50 fifty

B. Write the numbers 1-500 in figures. Write them in columns of 10 in your exercise book.

C. Count 100 of something in your home, street or school. Write a sentence about it.



*In my street, there are 100 rickshaws.*

*In my school, there are 100 children in Class 4.*



A. Pairwork. Look at the pictures. Write the words under the correct picture.

intersection  
school

heavy traffic  
zebra crossing

traffic light  
no horn

hospital  
no overtaking



### Language Focus

B. Giving instructions

Verb	Do not (Don't) + verb
Drive carefully.	Don't drive carelessly.

C. Complete the sentences with the correct form of the verb in brackets.

- 1 There is a hospital here. \_\_\_\_\_ your horn here. (use)
- 2 That sign means no overtaking. \_\_\_\_\_ that car. (overtake)
- 3 There is a school here. \_\_\_\_\_ slowly. (drive)
- 4 There is an intersection ahead. \_\_\_\_\_ careful. (be)
- 5 The traffic signal is red. \_\_\_\_\_. (go)



A. Write the cursive capital letters.

A B C D

E F G H

I J K L

M N O P

Q R S T

U V W X

Y Z



**A.** Look, listen and say.

Hello! I'm your teacher.  
My name is Salma Akhtar.



Hello, I'm Ali.  
I'm in Class 4.



Hi! I'm Shirin. I'm  
from Palashpur.



Hello! I'm Bijoy.  
I'm nine years old.



**B.** Pairwork. Ask and answer.

What's your name?

What class are you in?

How old are you?

Where are you from?

Where do you live?

What is the name of your school? (Ask more questions)

What's your name?

I'm Tina.



**C.** Write the answers to the questions from Activity B in your exercise book.





A. Write the cursive capital letters.

A B C D

E F G H

I J K L

M N O P

Q R S T

U V W X

Y Z



A. Write the cursive small letters.

a a b c d

e f g h

i j k l

m n o p

B. Write the word for each picture. Use cursive letters.



\_\_\_\_\_



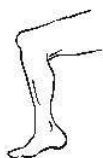
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**A.** Look, listen and say.



Cup, cup, cup.  
A cup on a cup.

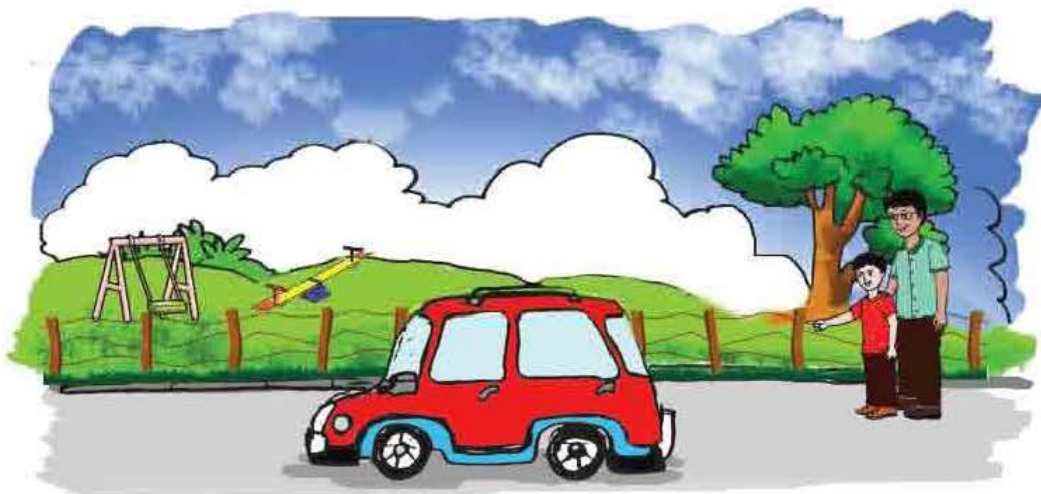


Hut, hut, hut.  
A hut in the sun.



Cut, cut, cut.  
Can you cut the bun?

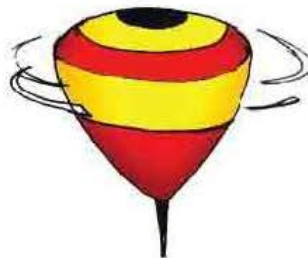
**B.** Look, listen and say.



Father, father, look at the car. The car is near the park.

**C.** Look, listen and say.

What have you got?  
I've got a spinning top!  
Top, top, top.  
Don't stop my top!





A. Write the cursive small letters.

o o p q r

s t u v

w x y z

B. Write the word for each picture. Use cursive letters.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





## A. Look, listen and say.



Saturday  
Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday

## B. Complete the sentences with the correct day or ordinal number word.

Saturday is the \_\_\_\_\_ day of the week.

\_\_\_\_\_ is the second day of the week.

Monday is the \_\_\_\_\_ day of the week.

\_\_\_\_\_ is the fourth day of the week.

Wednesday is the \_\_\_\_\_ day of the week.

\_\_\_\_\_ is the sixth day of the week.

Friday is the \_\_\_\_\_ of the week.

We don't go to school on \_\_\_\_\_. It is the weekend.

We go to school on \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. These are

weekdays, or working days.

## Language Focus

C. Using *on* before days

On Fridays, I help at home. We don't go to school on Fridays.

**A.** Look, listen and say.

Solomon Grundy,  
Born on Monday,  
Named on Tuesday,  
Married on Wednesday,  
Got ill on Thursday,  
Died on Friday,  
Buried on Saturday,  
Prayed for on Sunday.  
That was the end of Solomon Grundy.

**B.** On what day of the week was Soloman Grundy

born? \_\_\_\_\_ buried? \_\_\_\_\_

named? \_\_\_\_\_ married? \_\_\_\_\_

**C.** Write the days of the week in cursive letters in the correct order.

Weekdays:

_____	_____
_____	_____
_____	_____

Weekend:

\_\_\_\_\_

**A.** Look, listen and read.

The clock has two hands. The short, **red** hand is the hour hand.  
The long, **blue** hand is the minute hand.

**B.** Look at the clocks. Say the times. Complete the sentences with the correct number.

It's \_\_\_\_\_ o'clock.



It's \_\_\_\_\_ o'clock.



It's \_\_\_\_\_ o'clock.



It's \_\_\_\_\_ o'clock.



It's \_\_\_\_\_ o'clock.



It's \_\_\_\_\_ o'clock.

**Language Focus****C. Telling the time**

It's 12 o'clock. It's midday.



It's 12 o'clock. It's midnight.

From midnight until midday,  
we use **a.m.**

From midday until midnight,  
we use **p.m.**

A. Look at the clocks. Write T for True or F for False.



It's 2 a.m. \_\_\_\_



It's 8 p.m. \_\_\_\_



It's 4 p.m. \_\_\_\_



It's 11 a.m. \_\_\_\_

B. Write the two false sentences correctly.

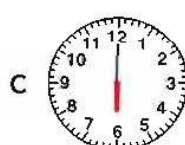
\_\_\_\_\_

C. Look at the clocks. Ask and answer questions about the time.



What's the time?

It's 2 p.m.







**A.** Listen and say. Read.



Mita is in Class 4. She gets up at six o'clock. She washes her face. She has breakfast at seven o'clock. Then, she brushes her teeth. She goes to school at nine o'clock. She walks to her school. After school, at three o'clock, she visits her grandmother. Then, Mita returns home at five o'clock.

**B.** Complete the sentences with the time in numbers. Use a.m. or p.m.

- 1 Mita gets up at \_\_\_\_\_.
- 2 She has breakfast at \_\_\_\_\_.
- 3 She goes to school at \_\_\_\_\_.
- 4 She visits her grandmother at \_\_\_\_\_.
- 5 She returns home at \_\_\_\_\_.

**Language Focus**

**C.** Telling the time



Use at with times.

School begins at 7 a.m.



**A.** Answer the questions about yourself. Use complete sentences.

1 What time do you get up?

---

2 When do you have breakfast?

---

3 What time do you go to school?

---

4 When do you return home?

---

5 What time do you go to bed?

---

**B.** Write a short composition about your daily routine. Use your answers from Activity A.

---

---

---

---

---

---

---

**C.** Pairwork. Read your short composition to a partner. Is your information same or different?

**A.** Look, listen and sing.

Hello, hello, hello!  
How are you?  
I'm very well, thank you. Thank you.  
And how are you?  
I'm very well, too.  
Thank you, thank you.

**B.** Listen, read and say.

Mita: Hello, I'm Mita. I'm in Class 4.  
Salam: I'm Salam. I'm in Class 4, too. Nice to meet you.  
Who's your friend?  
Mita: This is Ayesha. She's in Class 3.  
Salam: Hello, Ayesha. Nice to meet you.  
Ayesha: Hello. Nice to meet you, too. How are you?  
Salam: I'm fine, thanks.

**C.** Groupwork. Act the dialogue from Activity B.



**A.** Look, listen and say. Read.



Hi! I'm Sagar. I'm in Class 4. I'm nine years old. I have a little sister. Her name is Keya. She's only three years old. My father is a doctor and my mother is a housewife. My grandfather was a school teacher, but he doesn't work now. My grandfather helps me with my homework. He is very smart!

My grandmother works at home. She makes the best "pithas" in the world! She helps my mother in the garden. My mother has a wonderful garden. I'm very proud of it. She grows the best tomatoes and cucumbers in the neighbourhood. They are delicious!



**B.** Complete the sentences with the question words  
What, Who, Where, Why and How.

- 1 \_\_\_\_\_ old is Sagar?
- 2 \_\_\_\_\_ is Keya?
- 3 \_\_\_\_\_ does his father do?
- 4 \_\_\_\_\_ does his father work?
- 5 \_\_\_\_\_ helps his mother with the garden?
- 6 \_\_\_\_\_ is Sagar proud of his mother's garden?

**C.** Pairwork. Ask and answer the questions in Activity B.





### Language Focus

#### A. Questions with Wh- words and do / does

Question word	do/does	I / you / we / they / he / she / it	
Where	do	I / you / we / they	sit?
Who	do	I / you / we / they	know?
How	do	I / you / we / they	open this?
What	does	he / she	study?
When	does	he / she	get up?
Why	does	it	rain?

#### B. Complete the questions with do or does.

- 1 What are your friends' names? Where \_\_\_\_\_ they live?
- 2 What is your father's name? What \_\_\_\_\_ he do?
- 3 When \_\_\_\_\_ we leave school today?
- 4 Who \_\_\_\_\_ you sit next to in school?
- 5 What is your mother's name? What \_\_\_\_\_ she do?
- 6 How \_\_\_\_\_ the biscuits taste?
- 7 We are in English class now. When \_\_\_\_\_ it finish?
- 8 When \_\_\_\_\_ you get up in the morning?
- 9 What \_\_\_\_\_ you do on the weekend?
- 10 How \_\_\_\_\_ you come to school?

#### C. Pairwork. Ask and answer the questions in Activity B.



**A.** Look, listen and say. Read.



On weekdays, Sagar gets up at 6 in the morning. He and his grandfather read some stories in Bangla and English. Then he and his sister have breakfast at 8 o'clock. Sagar gets dressed after breakfast and leaves for school at 9 o'clock because school starts at 10

o'clock. In the evening, Sagar does his homework. He loves Bangla. It's his favourite subject. After he does his homework, Sagar spends time with his grandparents. He and his family have dinner at 9 p.m. Then, he goes to bed at 10 p.m.



On weekends, Sagar visits his aunt and uncle in the afternoon. He and Keya play in the park with their cousins. In the evening, he watches TV or reads stories to Keya. At night, he goes to bed at 11 o'clock.

**B.** Read the sentences. Write T for True or F for False.

- 1 Sagar gets up at six o'clock in the morning on weekdays. \_\_\_\_
- 2 Sagar has breakfast with Keya on weekdays. \_\_\_\_
- 3 School starts at nine in the morning. \_\_\_\_
- 4 English is Sagar's favourite subject. \_\_\_\_
- 5 Sagar watches TV with Keya and his cousins. \_\_\_\_
- 6 On weekends, Sagar goes to bed at ten o'clock at night. \_\_\_\_

**C.** Correct the False sentences in Activity B. Write them in your exercise book.



### Language Focus

#### A. Using in / at for time

in	the morning	at	midday
	the afternoon		night
	the evening		midnight

Sagar gets up at 6 o'clock in the morning on weekdays.  
He goes to bed at 10 o'clock at night on weekdays.

#### B. List the things you do on weekdays and the times.

Weekdays		Weekends	
morning	get up at 7 o'clock	morning	
afternoon		afternoon	
evening		evening	
night		night	

#### C. Write a short composition about your weekdays routine. Use the information in Activity B in your exercise book.

#### D. Look, listen and say.

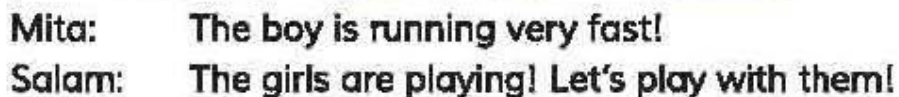
One morning I saw four frogs on the floor.  
Then I opened the door and there were four more!







**A. Look, listen and say.**



## Language Focus

### B. Statements in the present continuous

**We use the present continuous to talk about things happening now.**

I	am	playing	with Mehnaz.
You	are		
He / She / It	is		
We	are		
You	are		
They	are		

**C. Talk about the picture in Activity A. Use the present continuous.**

eat      cook      sit      look at      fly      stand





**A.** Look, listen and say.



He's sleeping.



She's waking up.



They're laughing.



She's drawing.



They're reading.



They're singing.

**B.** Complete the sentences with the correct form of the verb in brackets. Use the present continuous.

- 1 The boy \_\_\_\_\_ to his mother. (talk)
- 2 The girl \_\_\_\_\_ her grandmother. (help)
- 3 They \_\_\_\_\_ breakfast. (have)
- 4 We \_\_\_\_\_ English. (study)
- 5 You \_\_\_\_\_ in my chair! (sit)
- 6 I \_\_\_\_\_ my bag. (open)

**C.** Look around your classroom. What's happening? Write two sentences.

*Examples:* It's raining. / It's not raining.

Our teacher is writing on the board.



## Language Focus

### A. Stress

We stress parts of words or sentences. The parts of words or sentences in **blue** are louder.



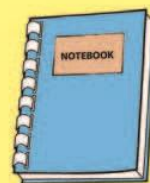
elephant



tomato



umbrella



notebook

### B. Listen, say and do.

Clap, clap, clap,  
clap your hands with me.  
Listen to the music  
and clap your hands with me.

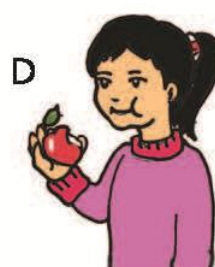
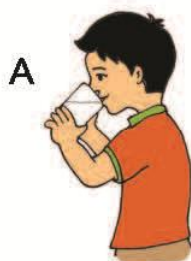


Move, move, move,  
move your head with me.  
Move your head from side to side.  
Move your head with me.

### C. Say the rhyme again. Clap on all the stressed parts of the rhyme.



**A.** Listen and match the rhymes and the pictures.



1 Brush, brush, brush your teeth,  
brush them everyday.  
Father, mother, sister, brother,  
brush them everyday.

\_\_\_\_\_

2 Drink, drink, drink some milk,  
drink some everyday.  
Father, mother, sister, brother,  
drink some everyday.

\_\_\_\_\_

3 Eat, eat, eat some fruit,  
eat some everyday.  
Father, mother, sister, brother,  
eat some everyday.

\_\_\_\_\_

4 Take, take, take a bath,  
take one everyday.  
Father, mother, sister, brother,  
take one everyday.

\_\_\_\_\_

**B.** Listen, say and do. Clap on the stressed parts of the rhymes.



A. Look, listen and say.



fried egg



rice



mixed vegetables



sandwich



coconut



juice



strawberry



papaya

B. Listen and say. Read.

Waiter: Good morning. Can I help you?

Rumi: Good morning. Could I have two fried eggs  
and a glass of juice?

Waiter: Sure. What kind of juice?

Rumi: Papaya juice, please.

Waiter: I'm sorry. We don't have any papaya juice.  
How about mango juice?

Rumi: OK.

Waiter: Anything else?

Rumi: No, thanks. That's all.

C. Groupwork. Act the dialogue in Activity B. Use different foods  
that you know.








### Language Focus

#### A. Singular and plural

##### singular


a fried egg 

a sandwich 

a strawberry 

##### plural

2 fried eggs 

3 sandwiches 

5 strawberries 

We usually add *s* to the end of a word. For words ending in *ch*, *sh*, *x*, *s*, or *z*, add *es*. For words ending in *y*, change the *y* to *i* and add *es*.

#### B. Write and say the plural forms for each word.

carrot \_\_\_\_\_

window \_\_\_\_\_

seed \_\_\_\_\_

glass \_\_\_\_\_

baby \_\_\_\_\_

dish \_\_\_\_\_

box \_\_\_\_\_

story \_\_\_\_\_

#### C. Complete the paragraph with the words that you hear.

Emon is a \_\_\_\_\_ in Class 4. He loves \_\_\_\_\_!  
 Everyday, he eats 2 fried \_\_\_\_\_ for breakfast. He also  
 drinks \_\_\_\_\_ of milk. He brings 2 \_\_\_\_\_ to  
 school everyday. Today, he has a \_\_\_\_\_ and about 20  
 \_\_\_\_\_ in his lunch. He also eats a lot of \_\_\_\_\_.  
 \_\_\_\_\_ are his favourite.



A. Look, listen and say.



B. Read the following sentences. Circle either **Hello**, **Morning**, **Good afternoon** or **Goodbye** as necessary.

Good morning.

Morning!/Goodbye!

Good evening.

Hello!/Goodbye!

Good afternoon.

Good afternoon!/Goodbye!

Good night.

Hello!/Goodbye!



A. Look, listen and say. Read. Circle the thing that Mita wants.

Mita: Mum, do we have any juice?

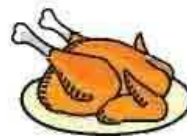
Mum: Sorry, dear. We don't have any juice.  
You can have some milk.

Mita: No, thanks. I don't want any milk.  
How about ice-cream? Do we have  
any ice-cream?

Mum: Well, we have some ice-cream, but I'm  
cooking dinner now. You can have some  
ice-cream after dinner.

Mita: OK. What's for dinner?

Mum: Chicken and rice.



### Language Focus

B. *some and any*

Use of <b>any</b>		Use of <b>some</b>
Question statement	Negative statement	Positive statement
Do we have <b>any</b> milk?	I don't want <b>any</b> milk.	I want <b>some</b> ice-cream.

C. Pairwork. Ask your partner what's in his / her bag.  
Use **some** and **any**.



Do you have any books  
in your school bag?

Yes, I do. I have 3 books  
in my school bag.







**A.** Complete the dialogue with **some** and **any**.

Joya: We need to go shopping. Look in the fridge.  
Are there \_\_\_\_\_ eggs?

Ratul: Yes, there are. But there isn't \_\_\_\_\_ milk.

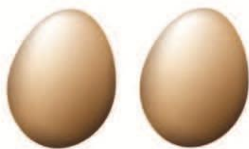
Joya: OK. Do we have \_\_\_\_\_ juice?

Ratul: No, we don't. We also need cheese.  
We don't have \_\_\_\_\_ cheese.

Joya: OK. We don't have \_\_\_\_\_ papayas or  
coconuts.

Ratul: But we have \_\_\_\_\_ mangoes and  
we have \_\_\_\_\_ strawberries.

**B.** Read the dialogue. Circle the things that Joya and Ratul are going to buy.

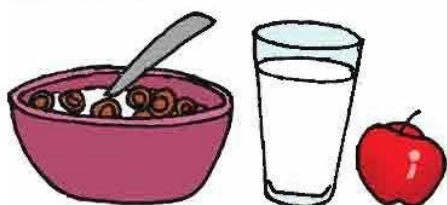


**C.** Pairwork. Act the dialogue from Activity A. Use other foods that you know. Write your shopping list in your exercise book.





## A. Read.



Hi! I'm Alex. I live in London. I'm British. I start my day at 7 a.m. and I have breakfast at 8 o'clock. On weekdays, I usually have milk, cereal and an apple. Sometimes I have fried

eggs with cheese and some juice. Apple juice is my favourite, but I like mango juice, too. We don't grow any mangoes in my country, but we can get mango juice at the supermarket.

Hello! I'm Heba from Saudi Arabia. It's very hot here, so our schools start at 7 a.m. I get up at 5 in the morning and I have



my breakfast at 6 o'clock. For breakfast, I usually have some hot beans and bread. Sometimes I have eggs. I drink juice almost every morning. Mango juice is my favourite, but I like orange juice, too. We don't drink a lot of milk in our family. We don't like it very much.

B. Complete the sentences about *Alex* or *Heba*.

- 1 Alex is British.
- 2 \_\_\_\_\_ is from Saudi Arabia.
- 3 \_\_\_\_\_ gets up at five o'clock in the morning.
- 4 \_\_\_\_\_ has breakfast at eight o'clock in the morning.
- 5 \_\_\_\_\_ likes apple juice.
- 6 \_\_\_\_\_ has hot beans for breakfast.



**A.** Pairwork. Ask and answer the questions.

- 1 When do you get up?
- 2 What time do you have breakfast?
- 3 What do you usually eat for breakfast?
- 4 What do you like to eat for breakfast? What don't you like?
- 5 Do you have any drinks with your breakfast?
- 6 What's your favourite drink?

**B.** Write your answers to the questions in Activity A in your exercise book.

**C.** Write a short composition about your breakfast. Use the information from Activity B in your exercise book.

**D.** Listen, say and read. Draw.  
Seven vases full of vegetables.

A. Look, listen and say.



a fresh mango



a bad mango



a clean shirt



a dirty shirt



a new bike



an old bike



a happy cat



an angry cat

Language Focus

B. Using our voices

When we talk, our voice may go up ( ↗ ) or down ( ↘ ). When we ask questions, our voice also rises or falls. For questions beginning with **What, When, Where, Why, Who** and **How**, our voice goes down. In statements, our voice goes down, too.

C. Pairwork. Ask and answer the questions. Make sure your voice goes down.

- 1 What's your name? ( ↘ )
- 2 Where do you live? ( ↘ )
- 3 How old are you? ( ↘ )
- 4 What's your favourite food? ( ↘ )
- 5 What's your favourite colour? ( ↘ )



### Language Focus

#### A. Using our voices

For questions that can be answered with **yes or no**, our voice usually goes up. When we answer these questions our voice goes down.

Do you like lentils? (↗)

Yes, I do. (↘)

Are you from Chittagong? (↗)

No, I'm not. (↘)

#### B. Pairwork. Ask and answer the questions. Make sure your voice goes up or down.

1 Is your name Ruma?

2 Do you have a brother?

3 Are you in Class 5?

4 Do you like flowers?

5 Can you swim?

6 Can you fly?

#### C. Complete the questions with your own ideas.

1 Are you \_\_\_\_\_?

2 Do you \_\_\_\_\_?

3 When do you \_\_\_\_\_?

4 What do you \_\_\_\_\_?

#### D. Groupwork. Ask and answer the questions from Activity B.







**A. Read and say.**



Shihab lives in Dhaka. One day, he is at home with his mother. They are talking. Suddenly, it starts raining. Shihab runs to the window and closes it. His mother is very happy.

**Language Focus**

**B. Use of capital letter and full stop (.)**

Sentences always start with a capital letter. Names of people and places also start with a capital letter. We use the full stop (.) to end statements.

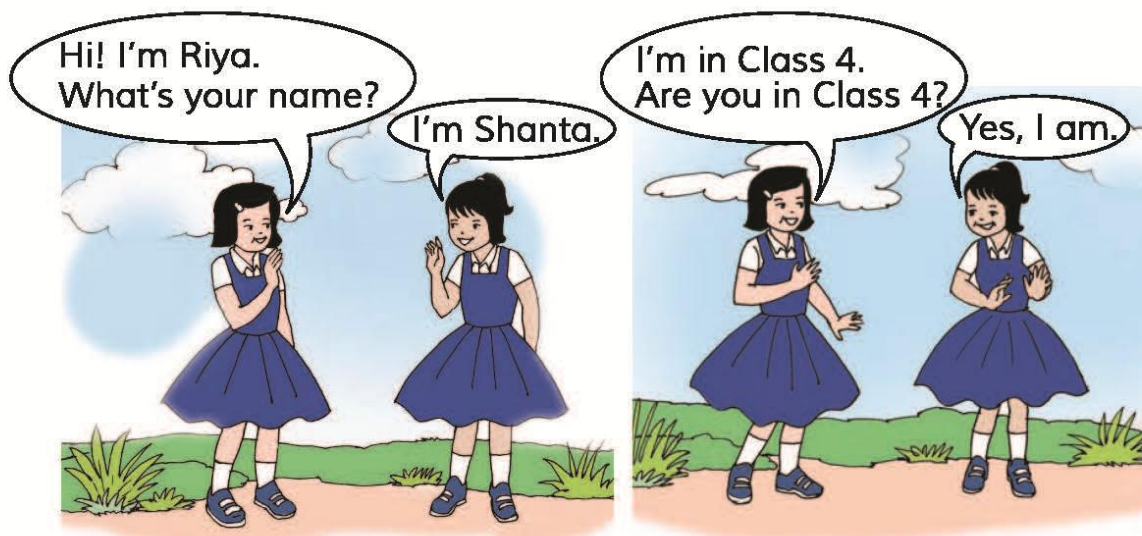
My name is Mitu. I'm from Dhaka.

Read the paragraph in Activity A again. Underline the capital letters and circle the full stops.

**C. Add capital letters and full stops to the paragraph.**



manik is six years old he has a sister her name is mina she is five years old manik and mina live in sylhet with their parents

**A. Read and say.****Language Focus****B. Use of question mark (?)**

When we want information, we ask a question. We use a question mark at the end of these sentences.

Do you go to school?

Who is your teacher?

Look at Activity A again. Copy the questions in your exercise book.

**C. Write the sentences in your exercise book. Add capital letters and question marks.**

1 do you live in rajshahi

2 where do you play

3 is mitu your friend

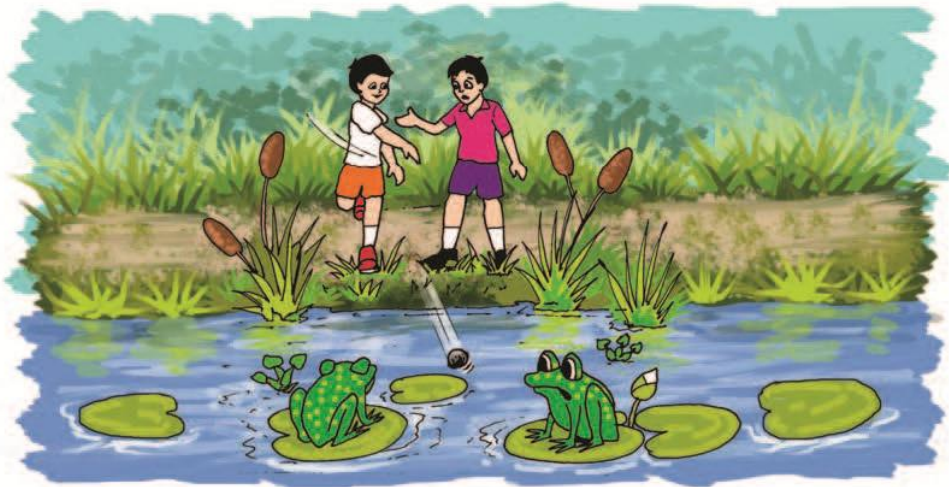
4 how old are you

5 can you use a computer

6 where are you from



**A.** Look. Read and say.



- Fazle: Look! There are two frogs.  
Saiful: Wow! Let's throw a stone at them.  
Fazle: Stop! Don't do that.  
Saiful: I'm sorry.

**Language Focus**

**B.** Use of exclamation mark (!)

We use an exclamation mark for strong feelings or surprise.

Be careful!

Don't stand up!

Oh, no!

Read Activity A again. Underline the exclamation marks.

**C.** Add capital letters and exclamation marks.

- |   |              |   |               |
|---|--------------|---|---------------|
| 1 | stop now     | 4 | don't do that |
| 2 | that's great | 5 | come here now |
| 3 | i'm so happy | 6 | hurray        |



**A.** Look. Read and say.

Sayeed says, "I'm coming." Mother says, "Don't stand up!"

### Language Focus

**B.** Use of capital letter after quotation marks (" ")

We use capital letters after quotation marks.

"She's happy."

"Help me, please."

"Come here!"

Look at Activity A again. Underline the capital letters after the quotation marks.

**C.** Add capital letters after the first quotation marks.

Sujon says, " ~~p~~lease don't be angry."

Sujon says, " Please don't be angry."

- 1 Rumi says, "my teacher is Miss Akhtar."
- 2 Mita says, "i'm going home."
- 3 Shahin says, "this is very nice!"
- 4 Saiful says, "you are first."
- 5 Trishna says, "let's swim in the pond."





**A. Look, listen and say.**



**B. Look, listen and say.**



Hasan: Good afternoon, Sabina.  
 Sabina: Good afternoon, Hasan.  
 Hasan: Where are you going?  
 Sabina: I'm going to buy some books.  
 Hasan: OK. Bye!  
 Sabina: Bye!

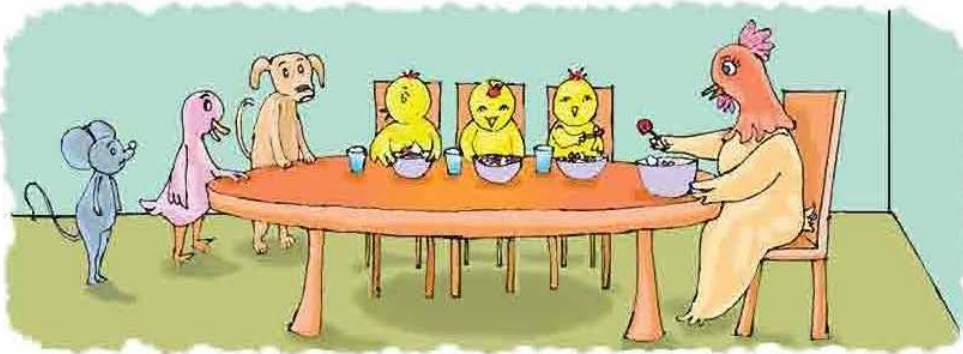
**C. Pairwork. Act dialogues as in Activity B. Use the pictures.**



A. Look. Read the dialogue.



- Chick 1: This work is hard! It's hot in the sun!  
 Chick 2: Mouse, Duck and Dog are having fun!  
 Chick 3: Why can't we laugh and play and run?  
 Hen: You will know when the work is done.



- Dog: Is that bread? It smells so fine!  
 Mouse: I want some bread! What part is mine?  
 Duck: I want some, too! When do we dine?  
 Hen: You didn't plant or work or cook.  
 Chicks: So you can't eat! You can stand and look!

B. Groupwork. Act the story.



A. Read the story again. Ask and answer.

- 1 What are the chicks doing at the beginning of the story?
- 2 Who is not working at the beginning of the story?  
What are they doing?
- 3 Why can't Dog, Mouse and Duck have any bread?
- 4 Look at the first picture. What is mother hen doing?

B. Groupwork. What is the moral of the story?

- 1 It's fun to play and laugh.
- 2 Good things come to people who work.
- 3 Everyone can have good things.

C. Read the story again. Underline the punctuation. Complete the sentences.

- 1 There are \_\_\_\_\_ full stops in the story.
- 2 There are \_\_\_\_\_ question marks in the story.
- 3 There are \_\_\_\_\_ exclamation marks in the story.
- 4 There are \_\_\_\_\_ capital letters in the story.

D. Dictation. Write the sentences in your exercise book.



**A. Read and say.**

Bijoy: Hi, Farah. Do you like sport?  
Farah: Yes, I do.  
Bijoy: What is your favourite sport?  
Farah: Well, I like cricket.  
Bijoy: Wow, Farah! Cricket is my favourite sport, too!

**Language Focus****B. Use of comma (,)**

- After **yes** and **no**, in answers to questions, and after words like **oh** and **well**
- Before the word **too** at the end of a sentence
- Before or after a name.

Aziz, is this pen yours?

No, it's not.

I love cricket.

Oh, I do, too!

Read the dialogue in Activity A again. Underline the commas.

**C. Add commas to the dialogue. Then say the dialogue in pairs.**

Komol: Hi Shanta! How are you?  
Shanta: I'm fine Komol.  
Komol: Shanta do you like coconuts?  
Shanta: Yes I do. I love them!  
Komol: I do too!





**A.** Read and say. Underline the commas in the dialogue.



Tisha: Hi, Dev! Can I ask you something?

Dev: Sure, Tisha. What?

Tisha: What do you usually have for dinner?

Dev: Oh, I usually have beans, rice and vegetables.

Tisha: What kind of vegetables?

Dev: Hmmm.... cucumbers, carrots or lettuce.

### Language Focus

**B.** Use of comma (,)

We also use a comma in a list of three or more things. Don't put a comma before the last thing in the list.

What are your favourite colours?

I like green, red and blue.

**C.** Add commas to the dialogue. Then say the dialogue in pairs.

Komol: Hi Shanta! How are you?

Shanta: I'm fine Komol.

Komol: Shanta do you like coconuts?

Shanta: Yes I do. I love them! I like papayas mangoes and pineapples too.

Komol: Oh I love pineapple juice. Let's get some now!



- A.** Write capital letters, full stops, commas, exclamation marks and question marks in the dialogue.



Munir: is hasna hena a teacher  
Nipa: yes she is  
Munir: what does she teach  
Nipa: she teaches english  
Munir: where does she teach  
Nipa: at a primary school in dhaka  
Munir: does hasna hena like teaching  
Nipa: yes she does  
Munir: is she a good teacher  
Nipa: yes she's a wonderful teacher

- B.** Pairwork. Ask and answer the questions about Activity A.

- 1 How many questions are there in the dialogue?
- 2 How many commas are there?
- 3 How many exclamation marks are there?
- 4 How many full stops are there?
- 5 How many capital letters are there?

- C.** Pairwork. Act the dialogue in Activity A.

**A.** Choose the correct answer. Write.

- 1 Sentences with a full stop \_\_\_\_\_ something.  
a. ask                      b. tell
- 2 Sentences with a question mark \_\_\_\_\_ something.  
a. ask                      b. tell
- 3 Sentences with an exclamation mark \_\_\_\_\_  
a. ask something      b. show strong feelings or surprise

**B.** Add capital letters, full stops, commas, exclamation marks and question marks to the sentences. Copy the questions in your exercise book.

Wenmay:            what is your name  
Shahid:            my name is shahid  
Wenmay:            who are your friends at school  
Shahid:            rina rubi maytun and kamal are my friends at  
                          school  
  
Wenmay:            where do you live  
Shahid:            i live in jatrabari in dhaka  
Wenmay:            do you have any brothers or sisters  
Shahid:            i have one sister  
Wenmay:            what is her name  
Shahid:            her name is mariam  
Wenmay:            wow my sister's name is mariam too

**C.** Pairwork. Ask and answer the questions in Activity B.

**A.** Read the letter.

The diagram shows a letter enclosed in a dotted border. Labels in ovals with arrows point to specific parts of the letter:

- Date** points to "24<sup>th</sup> April, 2016".
- Greeting** points to "Dear Ismail,".
- Body** points to the main text of the letter.
- Closing** points to "Your friend,".
- Name** points to "Kajol".

**Date**  
24<sup>th</sup> April, 2016

**Greeting**  
Dear Ismail,

**Body**  
Sumon is my new friend at school. He is from Bogra. Everyday after school we play in the park. We play cricket together on the weekends. He can run very fast! Sumon has one sister. Her name is Mira. How are you? Write soon!

**Closing**  
Your friend,

**Name**  
Kajol

**B.** Read the letter again. Answer the questions.

- 1 Who is the letter to? Who is the letter from?
- 2 Who is Kajol's new friend?
- 3 Where is his new friend from?
- 4 What sport does Kajol play with his friend?
- 5 What is the name of his friend's sister?

**C.** Read the letter again. Underline all the capital letters and circle the punctuation marks.



**Language Focus****A.** *Commas are important in letters. Use a comma...*

- between the month and the year
- at the end of the greeting
- at the end of the closing

Read the letter on page 56. Answer the questions.

- 1 How many commas are there in the letter?
- 2 What parts of the letter are the commas in?
- 3 What is the date of the letter? Where is the comma?
- 4 Where is the comma in the closing of the letter?
- 5 Do you think the closing is the same in every letter?  
Why or why not?

**B.** Prepare to write a letter about a friend. Answer the questions in your exercise book.

- 1 What is your friend's name?
- 2 Where is your friend from?
- 3 What do you do with your friend?
- 4 What is one thing your friend can do well?
- 5 What are the names of your friend's brothers and sisters?

**C.** Write a letter to a friend about another friend. Use your answers to the questions from Activity B to write your letter.

A. Look, listen and say.



## The kangaroo's pocket

Today I'm visiting the zoo,  
I'm looking at a kangaroo.

She has a pocket and I can see  
A baby kangaroo. It's looking at me!

I look at the pocket and the baby's head.  
I remember when I was small, in my bed.

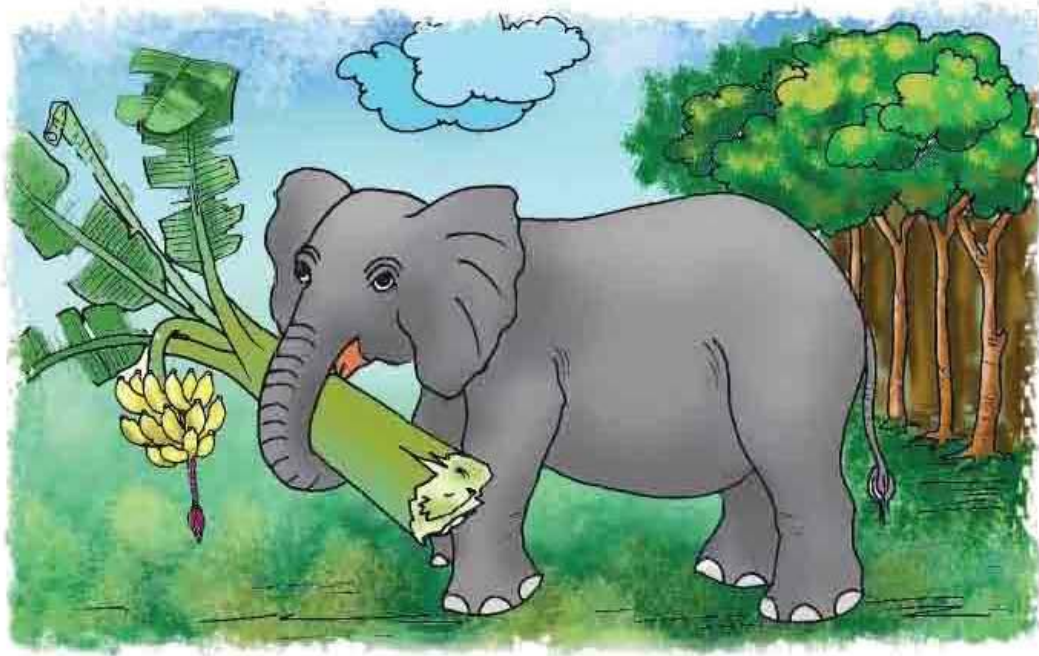


Then my mother says, "Hello!"  
It is time for us to go.



B. Recite the poem.

C. Groupwork. Where else can you see a pocket? Make a list.

**A. Read.**

*The elephant is my favourite animal. It is big and grey. It has big ears. The elephant helps people. It is strong.*

**B. Prepare to write about your favourite animal. Answer the questions in your exercise book.**

- 1 What is your favourite animal?
- 2 What colour is it?
- 3 What size is it?
- 4 Describe one body part of the animal.

**C. Write a paragraph about your favourite animal in your exercise book. Use your answers to the questions in Activity B.**





- A. Look at the picture of the family. How many people are in the family? What do you think the people do?



- B. Read.



Farzana and Jamil are from Kushtia. They go to Chachua Primary School. Farzana is nine years old. She is in Class 4. Jamil is seven years old. He is in Class 2. They like school and they are good students.

Farzana and Jamil's mother is Rehana Parvin. She is 33 years old. She works at a hospital in Kushtia. She is a doctor. She takes care of many patients everyday. She likes her job very much.



Aziz Ahmed is Farzana and Jamil's father. He is a pilot of Biman Bangladesh Airlines. He flies to other countries. He travels to India, Thailand and China often. He loves to travel. He is 39 years old.





A. Look, listen and say. Read.

CALENDAR 2016

January

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May

Sat	Sun	Mon	Tue	Wed	Thu	Fri
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

February

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

March

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

August

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

Sat	Sun	Mon	Tue	Wed	Thu	Fri
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

B. Pairwork. Ask and answer the questions.

- 1 How many months are there in a year?
- 2 What month is it now?
- 3 What is the name of the next month?
- 4 What month's name has three letters?
- 5 How many months' names begin with the letter J?
- 6 How many months' names end with the letter y?

C. Say the names of the months. Stress the parts of the words that are in blue colour.

January

February

March

April

May

June

July

August

September

October

November

December

**A. Complete the sentences.**

- 1 January is the first month of the year.
- 2 February is the \_\_\_\_\_ month.
- 3 March is the \_\_\_\_\_ month.
- 4 April is the \_\_\_\_\_ month.
- 5 May is the \_\_\_\_\_ month.
- 6 June is the \_\_\_\_\_ month.
- 7 July is the \_\_\_\_\_ month.
- 8 August is the \_\_\_\_\_ month.
- 9 September is the \_\_\_\_\_ month.
- 10 October is the \_\_\_\_\_ month.
- 11 \_\_\_\_\_ is the eleventh month.
- 12 \_\_\_\_\_ is the twelfth month.

**B. Pairwork. Ask and answer the questions.**

- 1 What month comes after February?
- 2 What month is before April?
- 3 What is the eighth month?
- 4 What is the first month?
- 5 What is the last month?
- 6 What month is between June and August?

**C. Look at the letters. Write them in the correct order to make the names of three months.**

b r e p e s t e m

y a r n j u a

b e d e m c r e

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



A. Look, listen and say.



There are thirty days  
in September,  
April, June and November.  
All the rest have thirty-one,  
except February,  
which has twenty-eight days clear,  
and twenty-nine in each

**Leap Year.**

February 2016						
Sat	Sun	Mon	Tue	Wed	Thu	Fri
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				



B. Write the answers.

Months with 30 days: \_\_\_\_\_

Months with 31 days: \_\_\_\_\_

Month with 28 or 29 days: \_\_\_\_\_

Number of days in a year: \_\_\_\_\_

Number of days in a Leap Year: \_\_\_\_\_

C. Copy the poem in your exercise book.



**A.** Look, listen and say.



**B.** Groupwork.

What day is your birthday? How old are you?

**C.** Write the missing months.

January \_\_\_\_\_ March \_\_\_\_\_

May \_\_\_\_\_ July \_\_\_\_\_

September \_\_\_\_\_ November \_\_\_\_\_





A. Look, listen and say. Read.

## January 2016

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

B. Pairwork. Answer the questions.

- 1 What day is the 1<sup>st</sup> of January?
- 2 What day is the 3<sup>rd</sup> of January?
- 3 How many Mondays are there in the month?
- 4 What is the first Monday of the month?
- 5 How many weekends are there in the month?

C. Write today's date, tomorrow's date and yesterday's date in your exercise book.



**A.** Look at the calendar. Read.

## February 2016

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

**B.** Pairwork. Answer the questions.

- 1 What month is it?
- 2 What day is the 1<sup>st</sup> of the month?
- 3 What day is the 10<sup>th</sup> of the month?
- 4 What is the last day of the month?
- 5 Is it a Leap Year?
- 6 How many weekends are there in the month?

**C.** Groupwork. Find a calendar. Count the number of days in each month.



A. Look, listen and say.



Language Focus

B. Past simple tense

We use the simple past tense to talk about things that happened before now.

verb + **-ed**: cook / cooked, walk / walked, visit / visited, work / worked, play / played

verb + **-d**: like / liked, love / loved, name / named

verb ending in **-y**, change **y** to **i** + **-ed**: try / tried, study / studied

Some verbs are irregular. Remember them!

make made	go went	have had	read read
be was / were	see saw	eat ate	sit sat

C. Read and write.

- |                 |              |               |
|-----------------|--------------|---------------|
| 1 is <u>was</u> | 5 run _____  | 9 say _____   |
| 2 wash _____    | 6 cut _____  | 10 do _____   |
| 3 am _____      | 7 stay _____ | 11 cry _____  |
| 4 clean _____   | 8 are _____  | 12 have _____ |





- A.** Complete the paragraph with the past simple tense of the verbs in brackets.



Hi, I'm Samin. Yesterday, I \_\_\_\_\_ (go) to the park with my family. We \_\_\_\_\_ (have) some sandwiches and some fruit. We \_\_\_\_\_ (sit) on the grass and \_\_\_\_\_ (talk) for a long time. It \_\_\_\_\_ (be) a beautiful day. The sun \_\_\_\_\_ (shine) in the sky. After eating, I \_\_\_\_\_ (play) with my brother and sister. We \_\_\_\_\_ (jump) and \_\_\_\_\_ (run) through the trees. Then we \_\_\_\_\_ (go) home in the car. The traffic \_\_\_\_\_ (be) heavy, so we \_\_\_\_\_ (be) in the car for a long time! But it \_\_\_\_\_ (be) a good day!

- B.** Pairwork. Answer the questions.

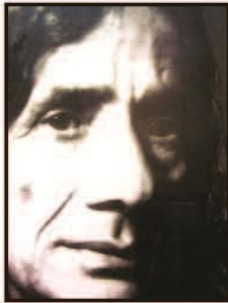
- |                       |   |
|-----------------------|---|
| 1 Where did Samin go? | 5 What did he do with his brother and sister? |
| 2 Who did he go with? |   |
| 3 What did he eat?    | 6 How was the traffic on the way home?        |
| 4 Where did he sit?   |   |

- C.** Write one sentence about what you did yesterday. Read your sentence to your group.

*Examples:* Yesterday, I walked to school.

Yesterday, I ate rice and vegetables.



**A. Look. Read and say.**

SM Sultan is a famous painter of our country. He was born in Narail in 1923. His family didn't have a lot of money. Sultan went to school for five years, but then he went to work with his father.

As a child, Sultan loved to draw. He drew pictures of buildings and other things. He wanted to study at Calcutta Art College, but his family didn't have the money. In 1938, he got the money and he went to the Calcutta Art College. He stayed there for three years and then he left. He travelled around Asia and Europe and painted rivers, trees and villages and its people. Then he came back to Bangladesh. He painted pictures of the farmers and fishermen of Bangladesh.

People around the world know about Sultan and his paintings. He exhibited his paintings along with the famous painters, Pablo Picasso and Salvador Dali.

Sultan loved children. He established 'Nandankanon' and 'Shishuswargo' for children. Here they could get some education and learn painting. Every year, there is a Sultan Mela in Narail. He died in 1994 at a hospital in Jessore.





**B.** Read again. Write T for True or F for False.

- 1 Sultan was from Narail. \_\_\_\_\_
- 2 Sultan's family were rich. \_\_\_\_\_
- 3 Sultan went to school for four years. \_\_\_\_\_
- 4 Sultan died in Jessore at a hospital. \_\_\_\_\_
- 5 Only people in Bangladesh know about Sultan. \_\_\_\_\_
- 6 Sultan set up a school for adults in Narail. \_\_\_\_\_

**C.** Write the false sentences correctly in your exercise book.

**D.** Read again. Choose the correct answer.

- |  |  |
|--|--|
| 1 When was Sultan born?<br>a. in 1919      c. in 1923<br>b. in 1938      d. in 1994  | 3 How long did Sultan stay<br>at college?<br>a. for five months<br>b. for two years<br>c. for three years<br>d. for five years |
| 2 What did Sultan do after he<br>left school?<br>a. He went to work with his<br>father.<br>b. He made a lot of money.<br>c. He stopped drawing.<br>d. He became a fisherman. | 4 Where is the Sultan Mela<br>held?<br>a. Calcutta      b. Jessore<br>c. Dhaka      d. Narail                                  |

**E.** Pairwork. Check your answers with a partner.

**F.** Dictation. Write the sentences in your exercise book.



Aziz Ahmed's parents also live with the family. His father Altaf Uddin is 68 years old. He doesn't work now, but he was a government officer. Jahanara Begum is Aziz Ahmed's mother. She is 64. She is a homemaker. She reads stories to Farzana and Jamil. They both play carrom and ludo with their grandchildren.

**A.** Read and complete the chart with information about the family.

Name	Age	Job	Workplace
Farzana	9	student	Chachua Primary School
Jamil			
Rehana Parvin			
Aziz Ahmed			
Altaf Uddin			
Jahanara Begum			

**B.** Complete the chart with information about your family.

Name	Age	Job	Workplace

**C.** Write a paragraph about your family in your exercise book. Use the information in Activity B.





**A.** Read and say.



My name is Kusum. I live in Dhaka, but my family is from Chilmari in Kurigram. My grandmother and many of my relatives still live there. Last June, I went to visit my grandmother, my uncle and cousins in Chilmari. Their house is near the Jamuna River.

My uncle is a fisherman. My grandfather was a fisherman, but he died about 10 years ago. I didn't know him.

When my sister and I visited Chilmari in June, we had so much fun! Our grandmother told us stories about our family and about the history of Bangladesh.

My uncle caught a lot of fish. My favourite fish is "chapila". It's a thin, white fish. It's delicious! We helped our grandmother make the fish every night. We also made rice and vegetables.

It was a very special trip. We talked with our relatives and learned about our family and our country. We also sang songs together.

**B.** Pairwork. Ask and answer.

- |                          |                                    |
|--------------------------|------------------------------------|
| 1 Where does Kusum live? | 4 Who did he go with?              |
| 2 Where did Kusum go?    | 5 What did he do there?            |
| 3 Who did he see there?  | 6 What was special about his trip? |

**C.** Write the answers to the questions in Activity B in your exercise book.





**A.** Think about a trip that you took. Answer the questions.

1 Where did you go?

---

2 When did you go there?

---

3 Who did you go with?

---

4 Who did you see there?

---

5 What did you do there?

---

6 Why was your trip special?

---

**B.** Write a short composition about your trip. Use the information in Activity A.

---



---



---



---



---



---



**A.** Look, listen and say.

1

Hi, Moloy.  
How is everything?

Not bad.

2

What are you  
doing after  
exams?

I'm going on  
holiday with  
my family.

3

Where are  
you going?

We're going  
to Cox's Bazar.  
And you?

4

I'm not sure. We may  
go to our village home  
in Lalmanirhat.

**B.** Pairwork. Ask and answer.

- 1 Where is Moloy going?
- 2 Who is Moloy going with?
- 3 Is Tania going to Cox's Bazar?
- 4 Who may go to Lalmanirhat?

**C.** Pairwork. Act the dialogue in Activity A.



### Language Focus

#### A. The future with the present continuous

We can use the present continuous to talk about our plans in the future.

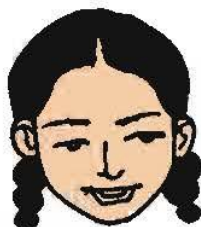
I'm going to Cox's Bazar next week.

She isn't going on holiday next week.

#### B. Ask and answer questions about the holiday plans.



Name	Holiday places	When
Biju	Shimultoli village	next week



Name	Holiday places	When
Zeinab	Phulbari village	next month

#### C. What are you doing next week? Write two sentences about your plans.

---



---



---



A. Look, listen and say.

Moloy, what will you do on your holiday?



Many things!



We'll sit on the beach.



We'll ride in a boat.



We'll drink coconut juice.

B. Tick the things Moloy will do on holiday.

1 sing songs ☐

5 ride bikes ☐

2 sit on the beach ☐

6 eat apples ☐

3 read ☐

7 ride in a boat ☐

4 drink coconut juice ☐

8 watch TV ☐

C. Pairwork. Act the dialogue in Activity A.





### Language Focus

#### A. The future with **will**

We use **will** and **won't + verb** to talk about the future

We will go to Cox's Bazar. We will do many things! I will sit on the beach and my brother will drink coconut juice. We won't go to bed early.

will not = won't

#### B. Complete the paragraph with **will** or **won't** and a word from the box.



do  
drink  
eat  
get up  
sit  
think

Moloy's family is going to Cox's Bazar on holiday. They \_\_\_\_\_ many exciting things! They \_\_\_\_\_ on the beach. They \_\_\_\_\_ juice. They \_\_\_\_\_ delicious fruit. Moloy \_\_\_\_\_ about exams. The family \_\_\_\_\_ before 8 a.m. because they want to sleep a lot.

#### C. Groupwork. Say one thing you will do next week.

Examples: I will visit my family's village.

I will help my father.



**A.** Read.

1<sup>st</sup> November, 2016

Dear Jenny,

Thanks for your letter! I'm happy you enjoyed your holiday in Oxford last week! I'm going on holiday next week. My exams will end on the 6<sup>th</sup> November. Then, on the 7<sup>th</sup> we'll go to Dhaka and stay with my uncle's family. Then, on the 8<sup>th</sup> we we'll travel to Cox's Bazar. We'll also visit Inani Beach, Himchari and Maheshkhali. Cox's Bazar has the longest beach in the world! It's more than 125 kilometres long! I'm very excited.

Write soon!

Love,  
Moloy

**B.** Read the letter again. Answer the questions.

- 1 Who wrote the letter?
- 2 Who is the letter to?
- 3 Where did Jenny go on holiday?
- 4 Where is Moloy going on holiday?
- 5 What is special about the beach at Cox's Bazar?

**C.** Pairwork. Find the greeting, date, body and closing in the letter in Activity A.



**A.** Imagine you are going on holiday. Answer the questions about your holiday.

1 Where will you go?

---

2 When will you go there?

---

3 How will you go there?

---

4 Who will you go with?

---

5 How long will you stay there?

---

6 What will you see there?

---

7 Why is this place special?

---

**B.** Write a letter to a friend about the holiday you planned in Activity A. Include the date, greeting, body and closing. Write the letter in your exercise book.

**C.** Pairwork. Read your partner's letter. Check for the following things:

1 capital letters

2 full stops

3 commas



A. Look and match. Write the correct word.

farmer

photographer

singer

postman

doctor

driver



B. Answer the questions.

- 1 Who grows food?
- 2 Who helps sick people?
- 3 Who brings letters to people?
- 4 Who takes photos?
- 5 Who drives a car or a bus?
- 6 Who sings songs?

C. Pairwork. Point to a picture in Activity A. Say the name of the occupation.





A. Look and match. Write the correct word.

cleaner  
nurse

boatman  
dentist

teacher  
tailor



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

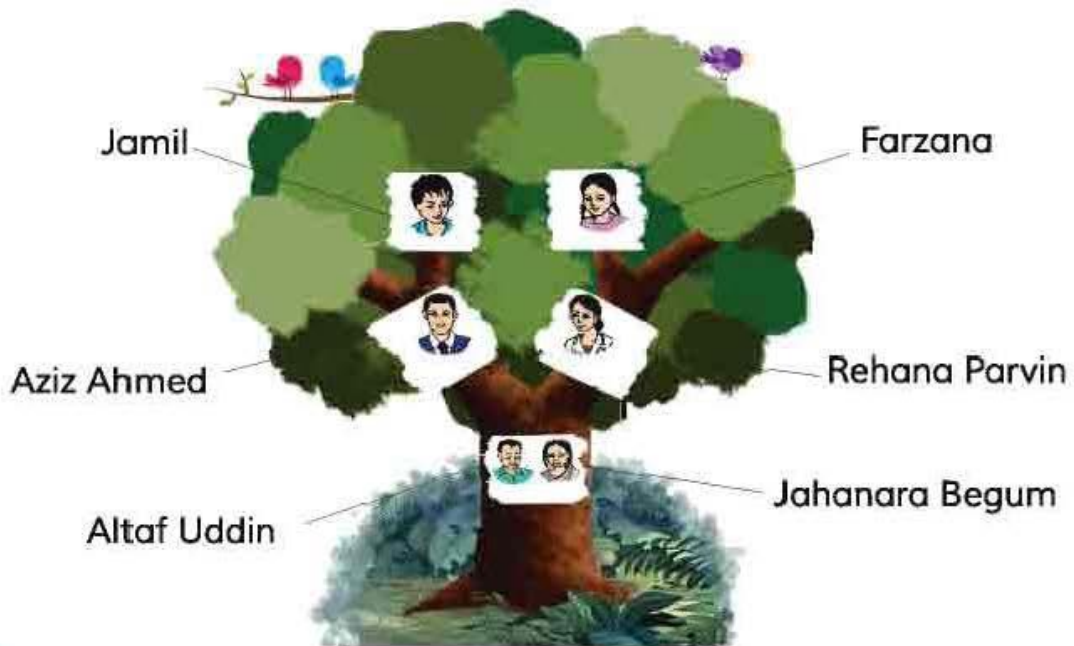
B. Read and match. Write the complete sentences in your exercise book.

- |             |  |
|-------------|--|
| 1 A boatman | sews and stitches clothes.               |
| 2 A tailor  | helps a doctor take care of sick people. |
| 3 A dentist | takes people across a river.             |
| 4 A teacher | washes and cleans things.                |
| 5 A cleaner | takes care of teeth.                     |
| 6 A nurse   | helps us to learn in a school.           |

C. Groupwork. Write other occupations that you know in English.



A. Look at the family tree of Farzana and Jamil.



B. Answer the questions about the family tree.

- 1 Who is Jahanara Begum? Who is her husband?
- 2 Who is Jamil and Farzana's father? Who is their mother?
- 3 Who is Aziz Ahmed's father? Who is his mother?

### Language Focus

C. Subject pronouns and the verb be in the present simple

I am	I'm	I'm not
You are	You're	You're not
He / She / It is	He's / She's / It's	He's not / She's not / It's not
We are	We're	We're not
They are	They're	They're not



**A. Read.**



Reshma is a garment worker in Dhaka. She's 18 years old. Her family came to Dhaka from a village eight years ago. There was river erosion in her village. They lost their home. So the family came to Dhaka. Reshma's father worked as a rickshaw driver, but he died in an accident.

Reshma's uncle Ratan helped the family. He found a small house for them at Kalyanpur. He took Reshma to a garment factory in Mirpur. She works there now. Her younger brother Babul goes to school. He's in Class 5. Her mother stitches "Nakshi Kathas" at home and sells them.



The garment factory is two kilometres from Reshma's house. In the morning, she walks to work. Some of her friends go by bus, rickshaw or scooter. She works from 8 a.m. to 4 p.m. Reshma likes to go to the cinema, but she doesn't have much free time or money for this. She often works extra hours until 6 p.m. so she can make more money. Her family needs this money for food and other things.





**B.** Read again. Choose the correct answer.

- 1 What does Reshma do?
  - a. She goes to school.
  - b. She's a farmer.
  - c. She's a garment worker.
  - d. She doesn't have a job.
- 2 Who is Babul?
  - a. Reshma's father
  - b. Reshma's brother
  - c. Reshma's uncle
  - d. Reshma's friend
- 3 Where is the factory?
  - a. in Mirpur
  - b. in Kalyanpur
  - c. five kilometres away
  - d. near Babul's primary school
- 4 How does Reshma go to work?
  - a. by rickshaw
  - b. by bus
  - c. by scooter
  - d. on foot
- 5 What does Reshma's mother do?
  - a. She's a garment worker.
  - b. She doesn't work.
  - c. She's a teacher.
  - d. She stitches pictures on quilts.





A. Write the question word from the box.

Who	What	When	Where	Why	How
-----	------	------	-------	-----	-----

- 1 \_\_\_\_\_ old is Reshma?
- 2 \_\_\_\_\_ does she work?
- 3 \_\_\_\_\_ did Reshma's family  
go to Dhaka?
- 4 \_\_\_\_\_ does Reshma do?
- 5 \_\_\_\_\_ found a job for Reshma?
- 6 \_\_\_\_\_ does Reshma work extra hours?



B. The answers to the questions in Activity A are below. Write the number of the question next to its answer.

- |   |       |
|---|-------|
| A She's a garment worker.               | _____ |
| B She's 18.                             | _____ |
| C Because her family needs extra money. | _____ |
| D Her uncle.                            | _____ |
| E Eight years ago.                      | _____ |
| F In a garment factory in Mirpur.       | _____ |

C. Pairwork. Ask and answer questions from Activities A and B.



How old is Reshma?





**A.** Complete the dialogue between a reporter and a garment worker.

Reporter: What's \_\_\_\_\_?

Toma: \_\_\_\_\_ Toma.

Reporter: How old \_\_\_\_\_?

Toma: \_\_\_\_\_ sixteen years old.

Reporter: Where \_\_\_\_\_ from?

Toma: \_\_\_\_\_ from Pabna.

Reporter: Where \_\_\_\_\_ now?

Toma: I \_\_\_\_\_ in Dhaka.

Reporter: How much \_\_\_\_\_ do you make?

Toma: \_\_\_\_\_ 6,000 taka per month.

**B.** Write a paragraph about one of the occupations in the pictures, or another occupation that you know about. Use the questions in Activity A to help you. Write your paragraph in your exercise book.



rickshaw driver



cleaner

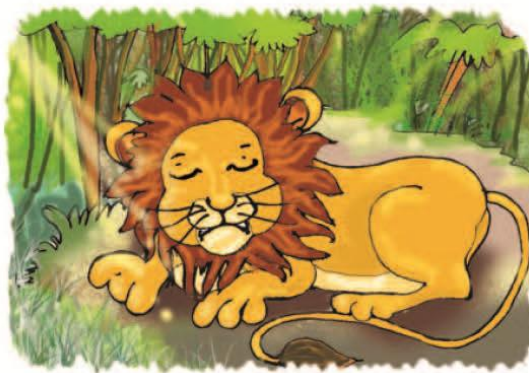


guard



**A.** Look, listen and read.

One day, a lion was sleeping in the forest. The lion was big and strong. All the animals feared the lion, apart from one mouse.



The mouse was playing near the lion. She ran onto the lion's nose and he woke up. He was angry.



The lion lifted the mouse to his mouth and said, "I'm going to eat you!"



The mouse said, "Please, Mr. Lion. Let me go. I am your friend. One day, I will help you." The lion laughed, "You? You are very small! How can you help me?" But he let the mouse go.





One month later, the lion was walking in the forest. A net caught him. The lion was in a trap. He roared and roared but no one came. The lion was afraid.



That night, the lion was still in the net. His legs hurt. His head hurt. He was very tired. Suddenly, he heard someone say, "Friend! I am here. I will help you!" The lion looked down and saw the mouse. "You? How can you help me?" asked the lion. "I'm in this tree. I can't move. What can you do?"

The mouse used her teeth to cut the net. She was small, but her teeth were very sharp. Soon, the lion was free. The lion was very happy. He said, "Thank you, Ms. Mouse. You are my friend. And, I am your friend."



"You are welcome, Mr. Lion," said the mouse. "Friends come in all sizes."





**B.** Read the story again. Ask and answer.

- 1 What was the lion doing at the beginning of the story?
- 2 What was the mouse doing at the beginning of the story?
- 3 Why was the lion angry with the mouse?
- 4 Why did the mouse run onto the lion?
- 5 How did the mouse cut the net?

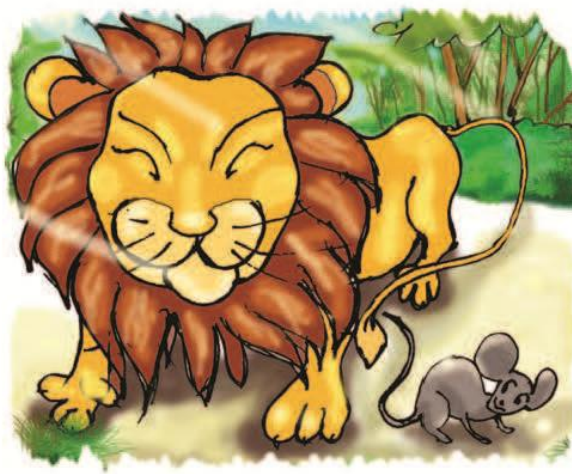
**C.** Groupwork. Ask and answer.

- 1 Why do you think the lion let the mouse go?
- 2 Why do you think the lion was tired in the net?
- 3 Why do you think the mouse helped the lion?
- 4 Do you think lion and mouse are friends now? Why?

**D.** Groupwork. What is the moral of the story?

- 1 Little friends are as good as big friends.
- 2 Strong friends are more helpful than little friends.
- 3 It is good to make someone laugh.

**E.** Tell the story to others.



## Vocabulary

### A a

accident  
across  
afraid  
after  
age  
airlines  
angry  
animal  
apple  
ask  
aunt

### B b

baby  
bad  
bag  
bath  
be careful  
be quiet  
beach  
bean  
beautiful  
because  
bed  
bee  
before  
begin

best  
between  
big  
bike  
birthday  
board  
boat  
boatman  
book  
born  
borrow  
both  
both ways  
box  
boy  
bread  
breakfast  
bring  
brother  
brown  
brush  
bun  
buried  
bus  
buy

### C c

car  
calendar  
careful  
carelessly  
carrot  
catch  
cereal  
chair  
change  
cheese  
chicken  
chicks  
children  
circle  
clap  
class  
clean  
cleaner  
close  
coconut  
colour  
come again  
cook  
country  
cousin  
crayon  
cry

cucumber

cup

cut

## D d

daily routine

day

delicious

dentist

dialogue

died

different

dine

dinner

dirty

dish

doctor

dog

down

draw

drink

drive

driver

duck

## E e

ear

early

eat

egg

elephant

eraser

evening

everyday

everyone

everything

example

except

excited

excuse me

extra

## F f

face

fall

family

farmer

fast

father

favourite

fear

fine

finish

fish

fisherman

flower

fly

food

forest

free

fresh

Friday

fridge

fried egg

friend

frog

fruit

fun

## G g

game

garden

get dressed

get up

girl

glass

go down

go up

good

good afternoon

good morning

good evening

good night

goodbye

government

grandfather

grandmother

grass

great

green

grow

guard

## H h

habit

hand

happy

hard

head

hear

heavy

hello

help

hen

here you are

history

holiday

home

homemaker

horn

hospital

hot

hour

house

housewife

how

hurt

husband

hut

## I i

ice-cream

ill

intersection

## J j

jeep

job

juice

jump

## K k

kangaroo

know

## L l

laugh

leap year

learn

leave

lentil

let's start

letter

lettuce

lift

light

like

lion

little

live

long

look

love

lovely

lunch

## M m

make

mango

many

married

meet

midday

midnight

milk

minute

mixed vegetables

Monday

month

money

morning

mother

mouse

move

## N n

near

need

neighbourhood

net

new

next





A. Write the words by the correct pictures.

big      old      short      small      tall      young



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

B. Match the pairs of opposites in Activity A.

C. Read the poem aloud. Then underline the pronouns and the verb *be* in the present simple.

1 We're girls and boys.  
We're big and small.  
We're young and old.  
We're short and tall.  
We're everything  
that we can be.  
And still we are a family.

2 We laugh and cry.  
We work and play.  
We help each other  
everyday.  
The world's a lovely  
place to be,  
because we are a family.



nice  
no horn  
no overtaking  
nose  
nurse

## O o

officer  
often  
old  
open  
orange  
others  
overtake

## P p

paint  
painter  
papaya  
paper  
parents  
park  
patient  
pen  
pencil  
pencil case  
people  
photographer  
picture  
pilot

place  
plant  
play  
please  
pocket  
pond  
poor  
postman  
pray  
proud

## Q q

quiet  
quilt

## R r

race  
raise  
read  
really  
red  
relative  
reporter  
remember  
rice  
ride  
rise  
river  
river erosion  
roar  
run

## S s

same  
sandwich  
Saturday  
say  
school  
seed  
sell  
sew  
sharpener  
sheep  
ship  
shirt  
shoe  
short  
show  
sick  
side to side  
sing  
singer  
sister  
sit  
sit down  
size  
sky  
sleep  
slow down  
small  
smart

smell  
snake  
sometimes  
song  
sorry  
special  
spend  
spinning top  
sport  
stand in line  
stand up  
start  
stay  
still  
stitch  
stone  
stop  
story  
strawberry  
street  
strong  
student  
subject  
suddenly  
sun  
Sunday  
sure  
swim

**T t**  
tailor  
take  
take care  
talk  
tall  
teach  
teacher  
teeth  
thank you  
thin  
throw  
Thursday  
time  
tired  
today  
together  
tomato  
tomorrow  
too  
traffic light  
trap  
travel  
tree  
triangle  
trip  
Tuesday

**U u**  
uncle  
under  
university  
up  
use  
usually  
**V v**  
vegetables  
village  
visit  
voice  
**W w**  
wait  
walk  
wash  
watch  
Wednesday  
weekdays  
weekend  
well  
what  
where  
when  
who  
why  
window  
wonderful  
work

work place  
worker  
working days  
world  
write  
**X x**  
**Y y**  
year  
yellow  
yesterday  
young  
younger  
**Z z**  
zebra  
zebra crossing  
zoo

The End